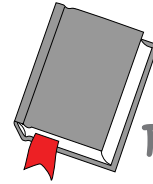




# Text Features



TEXT  
FEATURES

## What are text features?

**Text features** are parts of your textbook that have been created to help you locate and learn information. **Text features** are used in designing and organizing the pages of your textbook. The title page and table of contents are **text features** you can find at the beginning of books. Headings, graphics, main idea boxes, and bolded words are some of the **text features** you will find in the middle of your book. Reference pages like glossaries, indexes, and atlases are some **text features** you might find at the end of your book.

Below is a list of **text features**. How many can you find in your book?

- |  |  |
|--|--|
| <input type="checkbox"/> title page                  | <input type="checkbox"/> graphics (pictures, graphs, charts, etc.) |
| <input type="checkbox"/> headings                    | <input type="checkbox"/> table of contents                         |
| <input type="checkbox"/> bolded or highlighted words | <input type="checkbox"/> review questions                          |
| <input type="checkbox"/> vocabulary boxes            | <input type="checkbox"/> index                                     |
| <input type="checkbox"/> main idea boxes             | <input type="checkbox"/> atlas                                     |
| <input type="checkbox"/> glossaries                  | <input type="checkbox"/> chapter titles                            |

## Why should you look at the text features?

Looking at **text features** will help you know what is most important in a lesson and help you locate information quickly. Looking at the titles in the table of contents or on a page can quickly tell you what information you will learn about. Reference pages such as the glossary can help you find out more about a certain topic or word.

## How do you use text features?

Knowing which **text features** to use and when to use them is important. The chart below can help you decide which **text features** to look at when you want to understand your book better.



### To understand words and vocabulary use:

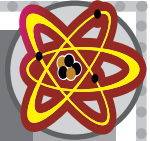
- glossary
- vocabulary boxes
- bolded or highlighted words

### To find main ideas and topics use:

- table of contents
- headings
- index
- main idea boxes
- review questions

### To find data or places use:

- maps
  - atlas
  - charts
  - tables
- 
- 



# Make an Earthworm Composting Center

LESSON 1

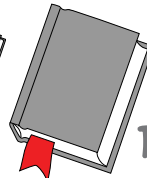


This lesson helps you understand Text Features. Look at the ITRI **table of contents**. Write the titles of two other Text Features lessons.

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TEXT  
FEATURES

There are many ways people in your community recycle. Some collect bottles and cans. Others reuse old materials such as newspaper. Did you know that earthworms also help with recycling? A community of earthworms can make **compost** out of leftover fruits, vegetables, grass, leaves, or other materials. Compost is added to gardens to help plants grow.

DISCOVER  
Earthworms are  
natural recyclers.

VOCABULARY  
• compost



Which of the following do you think you are most likely to read about in this **lesson**?

- (a) how to do something
- (b) how two things are the same
- (c) why you should do something

How do you know? \_\_\_\_\_

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The lesson does not give you a definition of the word *castings*. Look it up in the ITRI **glossary** and write the definition in the space below.

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What could you do to find out the definition of this word if it weren't included in the **glossary**?

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Like you, earthworms love to eat. They especially like to eat plants. If you mix leftover fruits and vegetables into soil and add some earthworms, the earthworms will eat the leftovers. When they are finished eating, they produce castings. The castings are full of minerals that plants need to grow. The earthworms leave behind a rich soil that helps plants grow.

Earthworms help the soil in another way. They dig or tunnel through the soil as they search for food. Their tunnels help keep the soil loose for the plants. Their digging also helps to bring organic material from the top and mix it with the soil below. Earthworms help keep the soil healthy.



This **section** tells about earthworms. Use the **index** of your book to find one other page with information about animals.

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# Let's watch the earthworms at work.

## You will need:

1. a see-through plastic box with a lid, about one foot square by six inches deep



Punch air holes along the sides of the box and in the lid.



2. about two dozen earthworms

3. chopped vegetable and fruit scraps

Carrots are easy to see in the box.



4. soil



E

Why is this part of the lesson written as a **list**? \_\_\_\_\_

How do the **pictures** help you understand this **list**? \_\_\_\_\_

## Here's how to start your worm Composting Center:



- 1) Put two inches of rich soil in the bottom of the container.
- 2) Put two inches of chopped vegetable and fruit scraps on top of the soil.
- 3) Move some of the scraps so you can see them through the box. This way you can see daily changes.
- 4) Cover the scraps with two inches of soil.
- 5) Add water to get the soil a little wet.
- 6) Measure the height of the soil mixture and write the measurement in a chart.
- 7) Put about two dozen worms on the wet soil.
- 8) Put the lid on the box.



What word in this **heading** helps you know these are ordered steps, not just a list of items?

---

Worms like the dark. When you are done looking at the worms, put the box in a dark place. Check the box every day for changes.

### **After two weeks:**

Measure the height of the soil mixture. Record the measurement on your chart. How has the height changed from the first time you measured it? Have the worms been doing their job?





# Skin and Skin Care

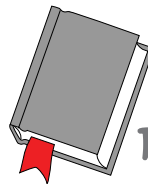
## LESSON 2



## Health

Mr. Ortega's third graders did an experiment to find out how hand washing affects health. They washed their hands thoroughly four times a day at school. During this experiment, fewer students were absent from school. Why?

Skin protects your body, and it is important to keep it clean. Washing your hands frequently keeps your skin clean and healthy, so it can protect you.



### TEXT FEATURES

### FOCUS

Your skin is your body's armor, so you need to take good care of it.

### VOCABULARY

- oil glands
- pores

### Are You Washing Properly?

1. Wet your hands.
2. Put soap on your hands.
3. Lather and scrub. Don't forget to wash between your fingers. This should take 15–20 seconds.
4. Rinse and dry.



Why is this information in a box instead of the paragraph? \_\_\_\_\_



B

Write one way you know that *oil glands* is a **vocabulary word** in this lesson.

## Skin Protects Your Body

Skin protects you in many ways. It has **oil glands** that produce oil. The oil comes out where the little hairs on your skin grow from follicles. The oil makes your skin soft and waterproof so you don't get soggy when you get wet.

Your skin also cools you down. Your body is cooled by sweat that comes out of your pores. **Pores** are tiny holes in your skin. When you get too hot, your sweat glands release sweat from pores to cool you down.

C

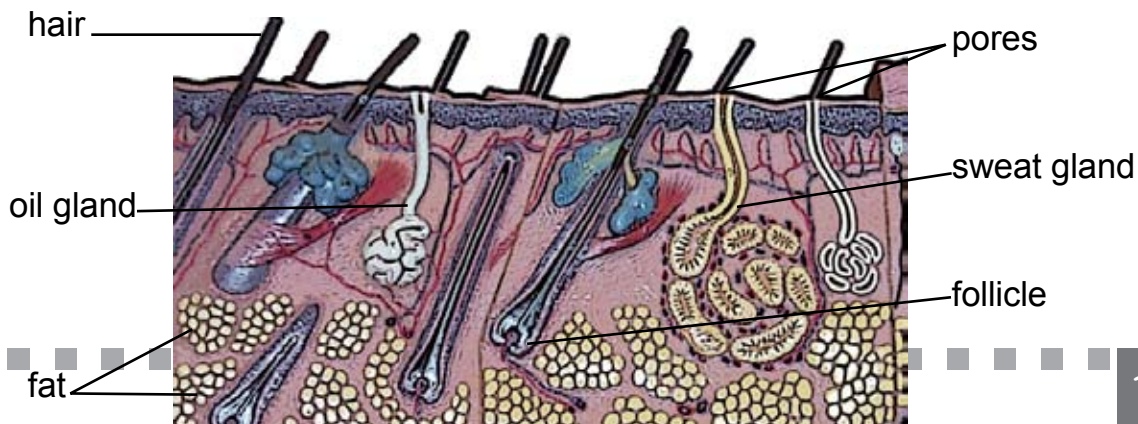
The lesson does not tell you very much about *follicles*. Look this word up in your **glossary** and write the definition below. \_\_\_\_\_

The definition of *follicles* includes the difficult words *secretion* and *excretion*. Which of these will come first in your glossary?

Write the definitions of both of these words in the space below:

*secretion*: \_\_\_\_\_

*excretion*: \_\_\_\_\_



# Taking Care of Your Skin

Since your skin is so important, you need to take care of it. One easy way to protect it is by keeping it clean. When you wash your hands, you wash away dirt and germs. Dirt and germs from your hands can easily get inside you through your eyes, mouth, or a cut. To stop these germs, wash your hands with soap and warm water.

Scrapes and cuts are dangerous breaks in your skin. When you get a cut or scrape, clean it with soap and water. Then put on a bandage. The cut will heal faster, and the bandage will protect you from germs.

Another way to take care of your skin is to shield it from the sun. The sun's harmful rays will dry out your skin and give you

wrinkles. When the sun burns your skin, it is called sunburn. Sunburns hurt and can lead to a disease called skin cancer. Using sunscreen and wearing clothing such as hats, pants, and long sleeves protects your skin against the sun's harmful rays.



Use the word *how* to write this **heading** as a question. \_\_\_\_\_

Write two answers to this question from this section. \_\_\_\_\_

***Don't forget to protect your skin when you are outdoors by wearing sunscreen.***



Taking care of your skin is part of taking care of you. Your skin keeps your organs in and germs out. Help your skin protect you, and keep your largest organ happy, healthy, and looking good!

## Always Wash Your Hands:

- after you blow your nose, cough, or sneeze
- after playing outside
- before you eat or handle any food
- after you use the bathroom



Does this **chart** help you understand the main idea of the lesson? Write one reason why or why not. \_\_\_\_\_

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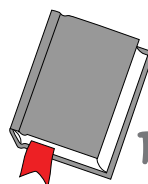
*Always wash your hands before eating or handling food.*

# Comparing Numbers

LESSON 3



MATH



TEXT  
FEATURES

A

Which of the following do you think you are *most* likely to read about in this **lesson**?

- Ⓐ what something is like
- Ⓑ how two or more things are different
- Ⓒ why some people are taller than other people

How do you know? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Find Out

You can use the greater than ( $>$ ) and less than ( $<$ ) symbols to compare numbers.

## Math Words

- greater than ( $>$ )
- less than ( $<$ )

## Who is the Tallest?

Josh's family wants to take a picture. His mom thought it would be a good idea if they lined up from shortest to tallest. Josh's dad and mom are both 70 inches tall. Josh is 53 inches tall. His sister Mia is 65 inches, and his brother Andrew is 58 inches. In what order will they get into line?

B

This **paragraph** tells a story about Josh and his family. How is it related to the main idea of the lesson? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Why did the author include the story? \_\_\_\_\_

\_\_\_\_\_

C-1



## Fill in the Chart

In the chart below, arrange the people in Josh's family in order from the tallest to the shortest and write in their heights. The first one is done for you.

Family Member	Height in Inches
<i>Dad</i>	<i>70 inches</i>



How does this **chart** help you understand the main idea of lesson?

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# Comparing Numbers Using Symbols

Special symbols can be used to compare numbers. Josh can use them to compare the heights of people in his family.

The symbol  $<$  means **less than**. The symbol  $>$  means **greater than**. Josh is 53 inches. Andrew is 58 inches. Josh's height is less than Andrew's height. Josh's height  $<$  Andrew's height.

D

Explain why some words in this paragraph are in **bold** print. \_\_\_\_\_

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E

The word *symbol* is not defined in the lesson. Is it in the book's **glossary**? \_\_\_\_\_

How would you define the **word symbol**? \_\_\_\_\_

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Use the  $<$  and  $>$  symbols to compare the heights of Josh's family members.

Josh's height	_____	Mom's height
Josh's height	_____	Dad's height
Josh's height	_____	Mia's height
Dad's height	_____	Mom's height
Mia's height	_____	Andrew's height

F

Use the **index** to find the page numbers of one other lesson that tells about working with numbers and write it below: \_\_\_\_\_

Now use the **table of contents** to find that lesson's title and write it below:

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# I Pledge...

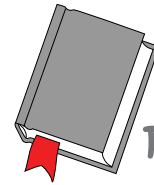
LESSON 4



Social Studies

## A Promise for a Pet

The kids in room 23 were excited because they were going to get a class pet. They went to the pet store to get their hamster. Before they could take the hamster to school, the pet store owner asked them to sign a "Pet Care Pledge."



TEXT  
FEATURES

### Pet Care Pledge

*I pledge to take good care of my pet:  
I will treat my pet gently,  
love my pet always,  
feed my pet regularly,  
wash my pet and keep her/his home clean,  
keep her/him healthy, and  
make sure my pet is safe from harm.*

Kimiko N. Trenton  
Luca T'Shawn Eden  
Brennan Mark  
B.J. Connor  
Claire Wren  
Rosa Ann  
Allison  
Olayna

### Main Idea

People sign and say pledges to show they mean what they say.

### Vocabulary

- Pledge
- Pledge of Allegiance



Does the Pet Care Pledge help you understand what this **lesson** will be about? Write one reason why or why not.

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D-1



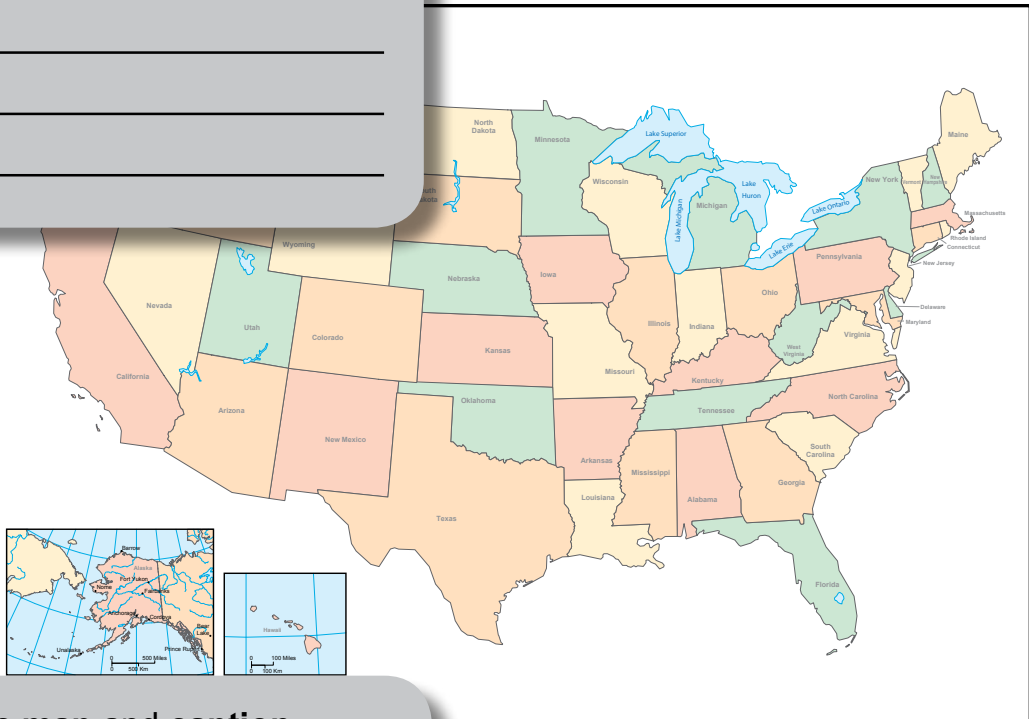
# A Pledge is a Promise

**B** How does this **heading** help you understand what you are about to read?

Have you ever signed a pledge?  
A **pledge** is a formal promise.  
Sometimes people recite or say pledges. Many groups like the Girl Scouts have pledges or promises for their members. Do you say a pledge at your school?  
Some students say a pledge to do their best work and behave correctly. Our country even has an official pledge

called the **Pledge of Allegiance**.

**C** Where else in your textbook could you look to find a **map** of the United States?



**D** Do this **map** and **caption** help you understand the Pledge of Allegiance? Why or why not?

The United States has one pledge for all 50 states.

# The Pledge of Allegiance

The Pledge of Allegiance was written a long time ago by a man named Francis Bellamy. He called his pledge the “Pledge to the Flag.” He had this pledge printed in a magazine in 1892. He wanted children to say the Pledge on Columbus Day for a special celebration. Soon many children learned the Pledge. The Pledge became an official part of our country’s rules in the 1942 U.S. Flag Code. The government later changed the name of this pledge to “The Pledge of Allegiance.”

Over the years, the words to The Pledge of Allegiance have changed, but today children and adults are still reciting it. It is



a pledge that many Americans say when they stand before the American flag. They

put their hands on their hearts to show they mean what they promise. Then they recite the words to the Pledge to show they promise to be loyal to their country.

E

*Loyal* is a key word in this paragraph. To find its meaning, you should look in a(n)

- table of contents
- glossary
- index
- atlas

F

Does this picture help you understand the Pledge of Allegiance? Write one reason why or why not.

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G

What other picture would you put here to help other students understand the Pledge? Why?

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# Understanding the Pledge of Allegiance

The Pledge begins with the words, “I pledge allegiance to the flag of the United States of America.” To understand the Pledge, you need to know the meaning of the words. You already know that a pledge is a promise. There are other words in The Pledge of Allegiance that you may not know as well. Look at the chart below to find the meaning of some words in the Pledge.

*I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one Nation, under God, indivisible, with liberty and justice for all.*

**allegiance** (UH-lee-jance) strong feelings of loyalty

**indivisible** (IN-di-VIZ- uh- bull) cannot be split up

**justice** (JUST-iss) fairness

**liberty** (LI-burr-tee) freedom

**pledge** (Plej) a formal promise

**republic** (Re-PUB-lick) a government where the lawmakers and leaders are chosen by votes



Why did the author include (UH-lee-jance) after the word *allegiance*?

\_\_\_\_\_

\_\_\_\_\_

Where else can you see words written like this? \_\_\_\_\_

\_\_\_\_\_

